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ABSTRACT

This article describes a curriculum package in ethnic studies designed for high school use by the Ethnic Heritage Studies Project, Rhode Island College. This multi-ethnic curriculum examines the experiences common to all immigrant groups which came to the United States. The package consists of three self-contained units: "The Immigrant Experience," "Becoming American," and "No Irish Need Apply." The materials are designed to be integrated into existing course offerings, such as American history, sociology, and other social studies. Each complete package contains a teacher manual, 30 student packets per unit, audiovisual materials and a board game entitled "Entry 1925," which simulates the immigrants' experience at Ellis Island. The student readings focus on ethnic groups which settled in Rhode Island. Although the materials are most effective when used as a whole, each unit can be used independently as a two-to-three week experience. This article includes sample materials excerpted from the package. (Author/AM)

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Katherine Murray (RIC)

"from immigrant to ethnic": a curriculum package

We publish here the introduction to the curriculum package, "From Immigrant to Ethnic: a Rhode Island Study", as it appears in this package. It is followed (in small print) by the intentions and resources of this package. The last documents (also in small print) are sample materials excerpted from the learning resources constituting the curriculum.

From Immigrant to Ethnic: a Rhode Island Study is a curriculum package in Ethnic Studies designed for high school use by the Ethnic Heritage Studies Project, Rhode Island College. A multi-ethnic approach is used throughout -- the curriculum does not concentrate on the culture of any one ethnic group but rather examines the experiences common to all immigrant groups which came to the United States.

The package consists of three self-contained units: "The Immigrant Experience", "Becoming American" and "No Irish need apply". The materials are designed to be integrated into existing course offerings such as American History, Sociology, Minorities and Contemporary Social Issues. They may also be utilized as the core experience of a mini-course in Ethnic Studies. The package is more effective if used as a whole, but each unit can be used independently as a 2 to 3 week experience. Each complete package contains a teacher manual, 30 student packets per unit, audio-visual materials and a board game entitled "Entry 1925", which simulates the immigrants' experience at Ellis Island.

The student readings focus primarily on ethnic groups which settled in Rhode Island. The local history approach allows for expansion of the units as more materials are located. It also allows the students themselves to do research in their own communities - in libraries, city hallrecords or family sources such as family bibles, letters and photo albums.

NOTE: An expansion of this type would make it easy for any group of teachers using this package to add a FL component to it. For subsequent re-use, materials of this type, gathered by some students, could be used selectively to construct one or several FL units in different languages. (The GAZETTE).

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TEACHER MATERIALS

Introductory Materials

Introductory Visuals: These visuals consist of a series of 15 photographs depicting various Rhode Island historical scenes relating to immigration and ethnicity.

Pre-Assessment Questionnaire: An attempt is made to elicit the views of students on some of the issues related to Ethnic Studies by use of the Pre-Assessment Questionnaire. A discussion of the questions helps to point out the preconceptions and opinions the students have.

Audiovisual Materials

Slides on Ethnicity: (40)

The first 13 slides in this series are the faces of Rhode Islanders. One third of the population (in 1970) of Rhode Island is foreign born or the children of foreign born or mixed parentage. Many groups have been in Rhode Island since the mid-1880's and their numbers may not be reflected in the census data although such groups may have much visibility.

A group of slides show places with signs--literally and figuratively--of ethnicity. The signs of ethnicity in a neighborhood may be a stronger clue to the ethnic identity of that neighborhood than the faces of the people.

Other slides deal with events in the ethnic community. Feasts, festivals and conferences help to bring all segments of an ethnic community together so that they can express their common beliefs and preserve and pass on their traditions.

Slides on Stereotyping: (11)

The third unit, "No Irish Need Apply", deals with stereotyping, prejudice and discrimination. A number of the slides present historical examples of stereotyping in cartoons by Thomas Nast. Others are examples from popular culture of the past such as sheetmusic frontpieces.

Transparencies: (12)

(8) The set of 8 transparencies on Rhode Island residents who are foreign born or native born of foreign or mixed parentage is taken from the 1970 Census tracts. Each transparency gives information on the percentage of a particular ethnic population in the various cities and towns in the state. The set deals with the following groups: British, Canadian, Foreign born, German, Irish, Italian, Polish and Portuguese.
(3) Three transparencies on Visual Comparison Tests are included as examples of the kinds of tests immigrants had to pass in order to be considered mentally competent and fit to enter the United States c. 1913.
(1) The Application Information transparency is used in conjunction with the final activity in the stereotyping unit. The students act as a committee responsible for hiring a social studies teacher. Professionalism, the social environment of the school and Federal hiring guidelines must all be considered in making a decision. The transparency presents information on four candidates and students must record a preference and discuss the reasons for their choices.

"Entry 1925"

"Entry 1925" is a board game designed to simulate the procedures in effect at the Ellis Island immigration station in 1925. Students pick a Nationality Card and proceed through the various inspections and tests in an effort to enter the United States. The game is historically accurate and is designed to demonstrate the arbitrary nature of some of the tests the immigrants underwent and to illustrate the fact that the laws in effect in 1925 discriminated against people from Southern and Eastern Europe. The package includes 3 complete games, each consisting of game rules, student profile sheets, a game board, markers, dice and the following sets of cards: Quarantine Inspection, Nationality Selection, Time of Entry, Required Documents, Preliminary Health Inspection, Public Charge, Moral Character, Political Ideas and Unforeseen Events.

Teacher Manual

All materials for both teacher and students may be found in the teacher manual. Student materials and worksheets are included so that copies may be reproduced for later use. Additional teacher readings are integrated with student materials in each unit. These are designed to enable the instructor to acquire a better understanding of the basic issues involved in ethnic studies and to recognize areas which may present problems.

Each unit contains a bibliography, an introduction to the concepts to be covered and an explanation of objectives. Activities and alternate strategies are included for each concept.

Unit I: "The Immigrant Experience"

Materials in this unit provide the students with an overview of immigration patterns for the United States and for Rhode Island in particular. Through the activities in the unit students will investigate the ethnic and immigration history of their families and will become familiar with the size and settlement patterns of selected ethnic groups in Rhode Island. Visuals on contemporary ethnicity are provided and local immigration is seen in relation to national immigration movements. Demographic information is included for the study of the economic and political life of the state.
Topics discussed:

- A. The Scope of Immigration 1820-1970: Introduction and Teacher Bibliography
- A.1 The Magnitude Of Immigration: An Overview
- A.2 Family Ethnic--Immigration History
- A.3 Case Studies on Rhode Island Immigration
- A.4 Ethnicity in Rhode Island
- A.5 Looking Back at Immigration
- B. Why Did They Come?: Introduction and Teacher Bibliography
- B.1 Causes of Immigration: Rhode Island Case Studies
- B.2 How Would You Paint "America"?

Student Materials:

Immigration Into the United States from Different Countries and Total from All Countries (Oversized chart)
Family Ethnic-Immigration History Forms
Better Opportunities Draw Many from Southern Italy
Shortage of Skilled Mill Labor Eased
Country of Birth of Foreign Born Population and Total Population of Rhode Island 1860-1950 (Oversized chart)

Immigrants by Country of Last Permanent Residence 1820-1971 (Chart)
When the Canadian Habitant Forsook the Farm for the Factory
The Coming of the Greeks
Syrians Fled Religious War to Land Here During Strike
Living Here Is Good
Compact Italian Colony in Barrington (R.I.) 40 Years
Section of Fornelli Is Transplanted to Natick (R.I.)
Lucca, in Northern Italy, Important for Centuries
Student Worksheet: Immigration of _____ to Rhode Island
Excerpts for the Letters of Gottfried Duden--Immigration Promoter

Unit II: "Becoming American"

In this unit the students examine the process of becoming American. Consideration is first given to a study of immigration laws and policies as these continue to be the determining factor to being American for countless nationals who seek to settle in the United States. Through the game "Entry 1925" the students will experience the entry to Ellis Island and the numerous requirements that were in effect in 1925. Related readings provide the students with an understanding of the justification that was offered for restrictive immigration policies. In addition, the students will have the opportunity to revise the existing immigration law. The second part of the unit examines the socio-economic problems confronting the ethnic communities. Special attention is given to the role of the school in helping recent immigrants to adapt to America and to the definition of what it means to be American.

Topics discussed:

- A. Who Can Be an American?: Introduction and Teacher Bibliography
- A.1 A Survey of Immigration Laws
- A.2 Passing the Entrance Requirements
- A.3 "Entry 1925"
- A.4 The Rational Explanation of Immigration Policy--1910
- A.5 How Would You Make an Immigration Law Today?
- B. Adapting to America: Introduction
- B.1 Who Killed Amasa Sprague?
- B.2 Socio-Economic Problems Facing Immigrants
- B.3 An Immigrant Guide
- B.4 The Question that Was Asked
- B.5 What is an American?

Student Materials:

Getting In
Comparison of Quotas Allotted to Selected Individual Countries Under Three Different Versions of the Quota System
Through the Sieve at Ellis Island
"Entry 1925": General Directions for Play
"Entry 1925": Specific Directions for Play
"Entry 1925": Profile Sheet
Commission on Immigration and Naturalization:
Personal Letters
Excerpts from Statements of Rev. M.D. Lichliter
Excerpts from Statements of Harry Cutler of Providence, R.I.
Immigration Law: Preference/Exclusion Categories Worksheet
Immigration Law: Group Worksheet
Who Killed Amasa Sprague?
Describing Roles: Worksheet
Catholic League Chides Time
Don't Bite the Hand That's Feeding You
The Celt, the Jew and Newspapers
The Providence Journal Classified Ads
No Irish Need Apply
Thoughts on Prejudice
Italians En Route Here Are Barred
Quality or Quotas
If They Eliminate Quotas, What's Next?
Bernardo (Providence School Superintendent) Backed by U.S. Official on White Pupil
Who Would You Hire?: Student Preference Sheet

Student Materials:

Frauds Plague the New Immigrants
The Immigrant's Guide
The City's Welcome to Immigrant Children (in Providence, R.I.)
Closing the Language Gap
"What Is an American?" Worksheet

Unit III: "No Irish Need Apply"

The related concepts of stereotyping, prejudice and discrimination form the basis of this unit. Visuals and readings provide the students with historical examples of occupational and social stereotyping of selected ethnic and religious groups. The students move from the days when the words "No Irish Need Apply" prevailed to the days when Affirmative Action officers check on hiring and placement procedures to ensure proper balance of minorities in education and employment. The students are drawn into an examination of their own ideas and opinions on the related issues of stereotyping, prejudice and discrimination and in the final activity they face a hiring decision in which they must deal with these factors. The highly affective content of this unit necessitates its use by a suitably trained teacher.

Topics discussed:

- A. Creating and Re-enforcing Stereotypes: Introduction and Teacher Bibliography
- A.1 Roles and Expected Behavior
- A.2 How to Stereotype
- A.3 Use of Stereotyping in Visual Imagery
- A.4 Words and Jokes
- B. From Stereotypes to Prejudice to Discrimination: Introduction
- B.1 Occupational Stereotyping
- B.2 Job Requirements--What Do They Tell Us?
- B.3 Quotas, Past and Present
- B.4 Reverse Discrimination
- B.5 Who Would You Hire?

Student Materials:

Describing Roles: Worksheet
Catholic League Chides Time
Don't Bite the Hand That's Feeding You
The Celt, the Jew and Newspapers
The Providence Journal Classified Ads
No Irish Need Apply
Thoughts on Prejudice
Italians En Route Here Are Barred
Quality or Quotas
If They Eliminate Quotas, What's Next?
Bernardo (Providence School Superintendent) Backed by U.S. Official on White Pupil
Who Would You Hire?: Student Preference Sheet

SAMPLE MATERIALS

1. THE IMMIGRANT'S GUIDE

Note: We regret to be unable (for reasons of cost) to publish more sample materials than the ones presented in these two pages. What precedes gives a complete image of the content of the curriculum package. The sample materials that we publish are indicative of the diversity of these materials, rather than representative of the elegance and of the scope that the program derives from this very diversity. (The Editors)

Facts about the Project

Established at RIC in 1972, with Dr. H. Kellner as Director, the Project assessed needs and began work in four areas: Curriculum Development, Research and Acquisition of Ethnic Materials, Special Programs and Events, and Community Resources.

CURRICULUM DEVELOPMENT: With Kathy Murray as Curriculum Coordinator, workshops conducted in 1973 developed a "Statement of Rationale, Guideline and Direction for Ethnic Studies. In-service workshops were conducted throughout 1973-74. Several packages were developed during the 1974 summer workshop, pilot-tested in several schools, revised in 1974-75, and field-tested in three sites in the State in the spring of 1975.

RESEARCH AND ACQUISITION OF MATERIALS: After a survey of existing materials at the RIC Library in 1972, an Ethnic Materials Collection was established in the library (administered by a professional archivist.) Its purpose: acquire, organize and preserve unpublished materials relating to RI's ethnic population. Donations, oral history interviews, have since then enriched the collection. Bibliographies on various ethnic groups have been compiled and are available to interested teachers.

SPECIAL PROGRAMS AND EVENTS: Conferences have been held quarterly since 1972. (Examples: in 1972, a conference on the Narragansett Indians in historical perspective and contemporary search for identity; in 1975: ethnic stereotyping and discrimination.)

COMMUNITY RESOURCES: In 1972, a Staff Associate was assigned to make contact with ethnic groups and agencies in RI, to identify liaison persons, inform groups of the Project's needs, resources and functions, increase their awareness and offer suggestions to the Project. Agencies such as the RI Historical Society, the Archives of the Diocese of Providence, the State Library System and l'Union Saint Jean-Baptiste were contacted.

Your Money

Take care of it. Trust no irresponsible person with it. Change it at the Government's money exchange office in Ellis Island. American coins are: a cent = half-penny; 5 cents = 5d.; 25 cents = 1s.; 50 cents = 2s. 1d.; 1 dollar = 4s. 2d.

Baggage

You'll find your baggage in the baggage room. Aid the officers cheerfully to find it; don't get nervous, but keep your head. When your baggage is found give it to the checker or agent, who will check it to the place where you go. Keep carefully the check the agent gives you, and don't worry about your baggage.

The Train

Don't rush to the trains. Listen to the trainmen and do what they ask of you. On the train don't waste the water, for the supply is limited. Don't wander from the train when it stops in a station; you may be left behind. Be cheerful and give prompt and respectful answers to all officials who ask you questions.

Work

America is a country of workers. Immigrants willing to work hard are welcome. Take the first honest job you'll get and keep it until you get something better. Keep yourself respectable and clean. Don't tell the boss how to do his work. If you can't find work go to the Young Men's Christian Association and you may be helped.

Home Ties

You've left home, don't forget the old folks. Write home often. Let your friends know where you are and how you are getting along.

New Friends

Choose new friends carefully. Avoid the man who "knows it all." If you believe in Christ, the Ideal Friend, try to make friends of men who have the same ideal.

A New Home

Locate on the map the place to which you go. That will be your new home. Make it happy by living right. God is in America as well as in the homeland and His commandments are the same. Worship God; if there is no church of your choice in your town then go to some other. Join the Young Men's Christian Association.

Don't Gamble

You can't get rich quickly by gambling. You'll lose your money and be tempted to crime. Betting in every form is immoral. Don't try to get something for nothing. If you earn honest money see that you spend it honestly.

Drink and Purity

Shun intoxicants and lust. Drink leads to self-indulgence, disease, and death. Treat all women with respect. Avoid all persons of unclean lips and immoral lives.

It Helps

The Young Men's Christian Association helped thousands of young men last year. It found work for many, helped others to good boarding houses and rooms, and assisted all who came under its influence to start right in a new country. You will do well to join the Young Men's Christian Association in the town where you settle and begin life in America in good company.

(This Guide was also available in Italian and German.)

The Guide was issued by the Industrial Department, International Committee, Young Men's Christian Association, 125 East Twenty-eighth Street, New York City.

2.

THE PROVIDENCE JOURNAL

CLASSIFIED ADS

WANTED--- 2 Nova Scotia, 3 English, 4 Scotch, 4 Irish, and 2 colored girls as waitresses to do cooking, chamber work, also to card jewelry and to work on corsets. Apply at the City Intelligence Office, 217 Westminster street, over Wright's Saloon.

WANTED--- A few American, Nova Scotia, colored and Irish girls to work in a box factory, to do cooking and wait on table. Apply City Intelligence Office.

WANTED - 200 WOMEN and GIRLS, colored or white, of all nationalities, by Mrs. Mary Whittler, at the Union Aid Intelligence Office, 87 Westminster street, upstairs Room 4. Have a constant call for good help; tipplers, snuff-takers, smokers, chewers of tobacco, thieves and liars are requested to stay away; no trash wanted. The good and respectable are invited.

WANTED - A PROTESTANT GIRL of experience to cook, wash and iron. Apply at No. 106 Greenwich street.

WANTED - AN AMERICAN GIRL: one who understands and has had experience in plain sewing, and is willing to assist in care of children. To the right person a permanent position will be given. References required. Address, stating terms, when and where you can be seen. H.E.S. Drawer no. 13, Fall River, Massachusetts.

WANTED - A NOVA SCOTIA, SWEDE, OR GERMAN GIRL to do general housework in a family of four. Call at No. 40 Groton street.

WANTED - A HOUSEKEEPER by a widower, with children, aged 3 and 11 years; four miles from Fall River; American preferred; no Latter Day Saints need apply. J.F. Chase, Swansea, Mass.

WANTED - A GOODLY NUMBER OF MEN AND WOMEN, BOYS AND GIRLS, who are able and willing to work. Those free from diseased imagination preferred. Such persons can find employment, mental or physical, and good pay, by applying at the Union Aid Intelligence Office. 87 Westminster st.

WANTED - A FIRST - CLASS, MIDDLE-AGED, MARRIED MAN, of American birth, who understands fully gigging and finishing fancy cassimeres and doeskins; the best of references required. Address P.O. Box 1083, Providence, R.I.

WANTED - A PROTESTANT SCOTCH, NOVA SCOTIA, OR ENGLISH GIRL, as a cook and laundress in a small family; must have city references. Inquire at the Journal office.

WANTED - STENOGRAPHER, PROTESTANT, YOUNG MAN, skilled in operating Remington machine. Address, references to ability and character. Apply Journal office.

SITUATION WANTED - BY GERMAN GIRL to do general housework. Call 23 Penelope Place.

SITUATION WANTED - BY COLORED MAN as porter, hall boy, or valet. Address A-51 Journal office.

WANTED - PROTESTANT YOUNG WOMAN to go with family to the seashore; one who can sew and accustomed to children preferred. References. Address N-60 Journal office.

NOTE: The dates of these ads have been edited out, to save space. They range from Jan. 1869 to June 1905.